



AN INNOVATIVE APPROACH TO TEACHING VOCABULARY TO STUDENTS IN THIRD GRADE MOTHER TONGUE CLASSES

Jabbarova Shakhodat Ibrokhim kizi

*Master's student of Department of Theory and Methodology of Education and Training (Primary Education)
at the Gulistan State University*

Abstract

The article describes the methodical basis of the use of problem-based educational technologies of the innovative approach in teaching "vocabulary" to students in the 3rd grade classes of the mother tongue. This article serves as a resource for use in the mother tongue classes of secondary schools.

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The most important and central issue of the teacher's innovative activity is the effective and high-quality organization of the educational process. Pedagogical innovations in innovative activities: the creation and application of new methods and methods of teaching ensures effective and high-quality organization of the educational process.

Pedagogical innovation is a means of enriching the theory and practice of education and training and developing it by introducing previously unknown changes in the educational process.

In fact, modern pedagogical technologies increase the productivity of the educational process, form the independent thinking process of students, increase students' enthusiasm and interest in knowledge, develop the skills and competencies of solid assimilation of knowledge, free use of it in practice. In primary classes, where the child's thinking is being formed, it is very important for the teacher's skills, his skillful application of pedagogical technologies to the educational process, the search for new methods and methods of education, and the creative use of pedagogical experiences.

That's why introducing pedagogical innovations into the educational process, using pedagogical technologies in education, using various innovative methods and methods, and constantly seeking to increase the effectiveness of education has become the need of today.

It is known that today in the course of the lesson, "Brainstorming", "Crossword", "Cinquain", "Case study", "Insert", "Venn diagram" and "BBB" technologies are used to organize the educational process. In this article, we recommend several more innovative methods that serve to ensure the effectiveness and quality of the teaching process.

The "advertisement" method shows its effectiveness mainly in elementary school reading classes. This method can be used in the stages of the lesson process: asking the past topic and strengthening the new topic. In this process, the teacher gives the students handouts in the order appropriate to the essence of the topic, in which "Advertise!" the main rule is that the combination is written.

The scope of new pedagogical knowledge is expanding based on the requirements of the Law on Education, research directions are focused on the problems of forming a free personality. is important.

When native language classes are organized on the basis of innovative technology, the students develop the ability to work cooperatively, they help each other in finding solutions to common tasks, the students develop creative and independent thinking skills, and the students develop their own they feel personally responsible for the results of their work, study, and education. Currently, problem-based teaching technology is effective in any educational institution. Its task is to encourage the process of active cognition and to form a scientific-research method in thinking, which corresponds to the goals of creative, active personality education.

The essence of problem-based teaching is the teacher's management of students' cognitive activities to acquire new knowledge by creating a problem situation in their educational work and solving educational tasks, problems and questions.

Symptoms of a problematic situation include:

- presence of an unfamiliar fact in the student;
- instructions given to the student to perform the tasks, their personal interest in solving the cognitive difficulties that have arisen.

Getting out of a problem situation is always connected with the understanding of the problem, that is, what is unknown, its verbal expression and solution.

If we analyze the problem situation mentally, it is, first of all, the independent mental activity of students. It leads the student to understand the reasons that caused intellectual difficulties, to enter into it, to express the problem in words, that is, to define active thinking. Here the consistency is clear: first, a problem situation arises, then a learning problem is formed. There are also important signs of a learning problem in the teaching process.

Important signs of a learning disability include:

- addition of the unknown, which leads to the formation of new knowledge;
- students have a certain knowledge reserve necessary to carry out research in order to find the unknown.

In the process of solving an educational problem, an important stage of students' mental activity is to make hypotheses, ideas and justify it.

The learning problem is developed consistently with problem questions, and each question serves as a step in its solution.

In problem-based teaching, the teacher organizes the cognitive activity of the students, so that the students, based on the analysis of subjects, independently solve intellectual problems, draw conclusions and generalize, form laws, and apply the acquired knowledge to a new situation.

As a result of problem-based teaching, the ability of independent access to knowledge is formed in students, as well as the ability to find different ideas on the topic, to find new ways of mental action by proving it, and to transfer knowledge from one problem to another.

Pupils' attention and imagination develop, their cognitive activity increases through the perception of educational materials. In primary grades, the system of studying the quality category envisages the consistent enrichment and complexity of the educational material from the lexical and grammatical side. Students learn the lexical and grammatical meanings of adjectives from the period of literacy training up to the 4th grade in the scope of the primary-grade mother tongue program. In the period of literacy training, the meaning of the words indicated by the teacher, "What does the apple taste like? What is the color of the apple? What is the size of the apple?". They will learn practically by observing based on questions such as.

In the 1st grade and 2nd grade, when teaching the topic "Words denoting persons and things", students group the denoting words according to their meaning, i.e. - put them into sentences and they acquire the ability to differentiate from the words that denote a person, thing, action, quantity in the text. In this case, the important task before the teacher is to make students understand that the signs of things and people are different, that is, things differ according to their color, taste, shape, smell, size, and characteristics, and these are the signs of things and people. achievement is to enrich students' speech with sign words and develop their speech by using them effectively in speech. In particular, it is necessary to attach great importance to the exercises on describing things and persons according to their signs and to the related educational tasks.

In the 3rd and 4th grades, after being introduced to the term quality, they will have elementary theoretical information about this term.

In the 3rd-4th grade, based on the knowledge and skills of students about the specific lexical-grammatical features of adjectives, oral and written creative works - organizing a trip to a school garden or a park, where a tree was observed, Describing birds and animals and creating a small story is given a special place. In order to successfully implement this, it is advisable to organize lexical-semantic and grammatical exercises to observe the use of synonyms and antonyms, adjectives in their own and figurative meanings, and to create adjectives in the native language and reading classes. In the native language and reading classes, the students' speech is enriched with new adjectives, the meaning of the adjectives known to them in advance is clarified. Adjectives serve to enrich children's speech and imagination. Adjectives allow to clearly describe and express things and events. Using this opportunity, teaching to compose a creative text will clarify students' thoughts and increase the effectiveness of their speech.

Again, the use of color pictures in teaching quality is very effective. The picture affects the children's intuition, reveals aspects of it that have not yet been encountered in their life experience, and helps them to deeply understand familiar phenomena.

For example, a color picture depicting nature is brought to the attention of students, and the following tasks given:

1. What colors did the artist use in the picture? In your notebook, put two dots called colors and write the words that represent the colors.
2. How is the sky described? Write the words that describe it using the word "heaven".
3. How is the mountain described? Write the words that describe it using the word "mountain".
4. Which animal do you see in the picture? Write the adjectives of the animal along with its name.
5. Watch the trees. What do you feel about it? What words can describe the characteristics of the wind? – and children create a set of adjectives based on the shown pictures.

For example:

Based on task 1, students can create the following sets of adjectives. Colors: white, blue, blue, brown, yellow, yellow, red, black, green.

Based on task 2: clear sky, cloudy sky, blue sky, clear sky, dark cloudy sky, white cloudy sky, calm sky.

Task 3: high mountain, snowy mountain, arched mountain, rocky mountain, snowless mountain, peaked mountain.

Task 4: wild bear, brown bear, clumsy bear, white bear, harmless bear, clown bear and finally,

Based on task 5: pleasant wind, cold wind, strong wind, soft wind, warm wind, morning wind, evening wind, mountain wind.

Making several quality compounds based on one word shows the level of students' vocabulary.

Based on the combinations they made, "Adjective - word group" is explained:

- What words did we say to the color words that we collected based on the picture?
- What category do the words sky, mountain, wind, bear belong to?
- Use these words to question the previous words. What words were they taught in grades 1-2?
- What can be called the words indicated by the symbol in one word?

These questions put students in a problem situation and create interest and aspiration in them to solve the problem.

The main thing is that students are independent and practical. They search, find and learn language units themselves.

As a result, "What do adjectives mean? What words do they associate with?" they easily answer such questions.

Educational games are organized in order to further clarify their understanding.

Thus, third-grade students are specially prepared to create a text step by step: working on words, working on a sentence and its logical connection, creating an oral story and formulating it in writing based on an innovative approach. The task of problem-based teaching is to help the students to master knowledge thoroughly and to make their mental and practical, independent activities effective, to form the skills of creative application of the acquired knowledge in a new situation.

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